DOCUMENT RESUME

ED 152 660 SO 010 812

AUTHOR Stahl, Robert J.; And Others
TITLE Moral Dilemmas/Value Sheets: Writing for Content-Centered Social Studies Classrooms.
PUB DATE 78
NOTE 20p.; Paper presented at Southeastern Regional Meeting of the National Council for the Social Studies (Orlando, Florida, March 31, 1978); Not available in hard copy from EDRS due to small type size of original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Affective Objectives; Cognitive Objectives; Concept Formation; Concept Teaching; *Curriculum Development; Decision Making; Educational Objectives; Ethical Instruction; Ethical Values; Ethics; Inquiry Training; *Instructional Materials; *Learning Activities; Models; *Moral Development; Process Education; Relevance (Education); Secondary Education; Skill Development; *Social Studies; Teacher Role; Teaching Techniques; *Values

ABSTRACT

The purpose of the paper is to stress the development of content-centered classroom activities useful for attaining values clarification and/or moral development goals. The objective is to help teachers understand the formulation of content-centered learning activities so that they will be able to plan and produce their own value sheets or moral dilemmas. The paper begins with a schematic illustration of major components of all value/moral activities. Three phases are identified: concept formation, relation of the concept to moral issues, and moral reasoning. The second section identifies five types of issues which serve as the basis of value/moral activities: a neutral issue, a moral issue, a moral issue in conflict with another moral issue, conflict between choices allowed by a moral issue, and a situation in which two or more moral issues are applicable. Procedures for choosing among these types of issues are discussed and five activity formats are described (standard, forced choice, affirmative, rank-order, and classification). The third section presents one learning activity for each format. Topics are regulations against importation of wildlife, allocation of project funds, noise level control, ecology vs unemployment, and choices for decreasing energy consumption in a school district. For each format, information is presented on the context, discussion questions, follow-up question areas, and considerations for arriving at a decision. Decision sheets are also presented for each activity. (Author/DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED152660

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MORAL DILEMMAS/VALUE SHEETS: WRITING FOR CONTENT-CENTERED SOCIAL STUDIES CLASSROOMS

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Robert J. Stahl
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Dr. Robert J. Stahl
Assistant Professor of Education
School of Education
Mississippi University for Women
Columbus, MS 39701
601 - 328 - 9276

Dr. Welleseley T. Corbett, Jr.
Assistant Professor of Education
P.K. Yonge Laboratory School
University of Florida
Gainesville, FL 32611

Robert S. Gasche
Director of the Learning Resource Center
P. K. Yonge Laboratory School
University of Florida
Gainesville, Florida 32611

SO 010 812

Paper presented at the Southeastern Regional Meeting of the National Council for the Social Studies held in Orlando, Florida. March 31, 1978.

Copyright, 1978, Robert J. Stahl. All rights reserved.

MORAL DILEMMAS/VALUE SHEETS: WRITING FOR CONTENT-CENTERED SOCIAL STUDIES CLASSROOMS

Although the advocates of moral/values education have proposed many different approaches to achieving their goals, they fail to mention the fact that the processes inherent in their different models are essentially the same. In 1976, Stahl proposed a "synthesis model" to achieve values/moral education objectives. This model stressed the common elements which exist across these various approaches in terms of their processes and the construction of classroom materials congruent with each approach.

The purpose of this presentation is to stress the development of content-centered classroom activities useful for attaining your values clarification and/or moral development goals. Teachers who work through and understand the points to be made here will be able to plan and produce their own value sheets or moral dilemmas. It must be emphasized that the production of such activities is a learned skill and will not come automatically after casual examination of these materials. This session will focus on your attainment of basic knowledge needed to produce these activities.

****

Figure 1 outlines the major components of each and every value/moral activity. Study these components well. What you will need to be able to understand is how you can transform each component of this model into some type of content-related activity. As you study the model, take each component and try to paraphrase it in your mind to make sure you comprehend what each segment represents.

****

From here, there are two major areas of understanding you must master. First, there is a need to vary the manner in which students engage in the Conceptual, Relational, and Moral Reasoning Phases of thinking. This is necessary to prevent students from becoming bored and because different variations in this area stress quite different decision-making and values/moral reasoning processes. (The different formats to be described later point out these differences rather dramatically.)

To review this aspect of producing values/moral activities, you need to keep in mind that teachers may develop these activities where their questions alone carry the burden for the success or failure of the lesson, where they direct students to use certain decision-making processes by instructing them within the value/moral activity itself, and/or where they may stress any proportion of teacher questions and built-in directions to attain these same processes. For example, the Standard Format requires that teacher questions alone determine the success or failure of student discussion of values/moral reasoning and problem-solving. The other formats allow the teacher to be freed of extensive intervention by requiring the students in small group discussions to include thinking similar to those described in the model (Figure 1).

****

The second aspect of developing your own activities is that of the actual content to be included in the "meat" of the materials. Without reviewing any theory or approach to values/moral education, you can learn to develop your own very effective classroom activities by incorporating the following ideas. To do this well, you need to keep in mind that the content of the activity (i.e., the Focus of Moralization) can be condensed to one of the following five types:

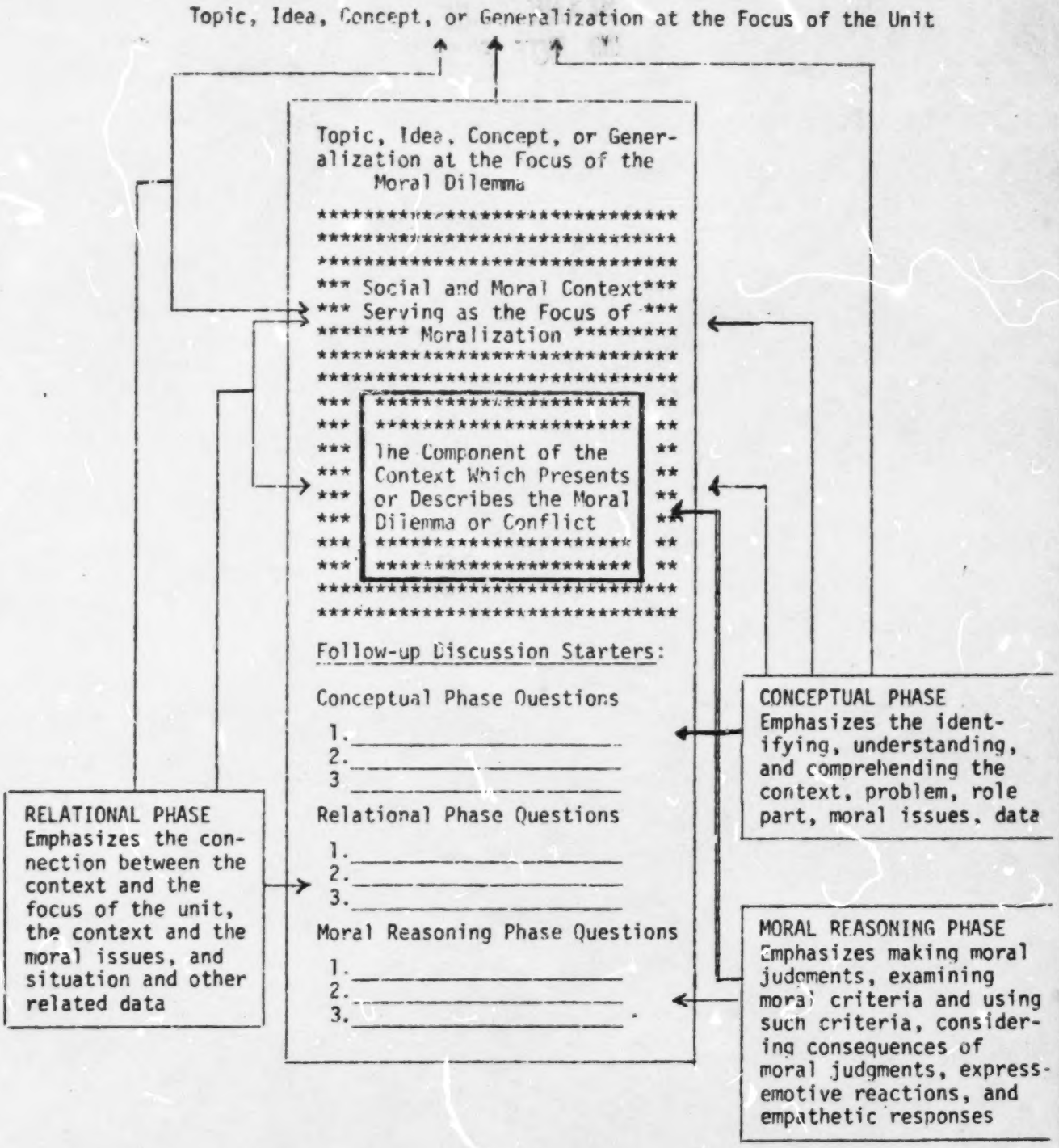
Topic, Idea, Concept, or Generalization at the Focus of the Unit
Topic, Idea, Concept, or Generalization at the Focus of the Moral Dilemma
*** Social and Moral Context***
*** Serving as the Focus of ***
******** Moralization *********
The Component of the Context Which Presents or Describes the Moral Dilemma or Conflict
Follow-up Discussion Starters:
Conceptual Phase Questions
1.
2.
3
Relational Phase Questions
1.
2.
3.
Moral Reasoning Phase Questions
1.
2.
3.
RELATIONAL PHASE
Emphasizes the connection between the context and the focus of the unit, the context and the moral issues, and situation and other related data
CONCEPTUAL PHASE
Emphasizes the identifying, understanding, and comprehending the context, problem, role part, moral issues, data
MORAL REASONING PHASE
Emphasizes making moral judgments, examining moral criteria and using such criteria, considering consequences of moral judgments, expressemotive reactions, and empathetic responses

Figure 1

A Schematic Illustration of a Moral Dilemma Containing the First Three Phases of Moral Reasoning as Described by the Model.

1. A neutral issue or context which people may react to or consider in terms of some (or their) values or moral belief (e.g., an old painting, the building of an airport, a school bond issue, sending men into outer space, UFOs, etc.);
2. A value or moral issue which could be considered in its polar forms (e.g., a person could be honest or dishonest, lawful or unlawful, truthful or untruthful in a given situation, a matter of life or death, etc.);
3. A value or moral issue in conflict with another value or moral issue in a problems-solving situation (e.g., fighting for equal protection versus those who support abortion, building an airport near a wildlife preserve, spending money for weapons while holding talks on disarmament, etc.);
4. A value or moral issue which may cause conflict because it allows for two or more possible choices (e.g., a person who believes in freedom having to decide how to act and judge deviant yet legal behaviors such as a peaceful march of the American Nazi Party or the founding of a Church of Satin in their own hometown, etc.); and,
5. A situation where two or more values or moral issues are applicable and may even conflict (e.g., divorcing a Queen in order to legalize a possible male heir to the throne to secure peace in the kingdom and breaking from the Church, etc.).

Before going any further, study these five types of settings around which values/moral activities can be developed.

****

In developing content-centered values and moral education classroom activities, you may decide to either take a situation or event from the subject matter your students are studying and develop this situation around one of the five types of settings mentioned above. Or you may decide which of these five types you want students to consider and then identify situations in your subject matter which would highlight the type you selected. In either case, the final decision is <u>yours</u> to make.

Once you've decided on which of these two procedures you will take, you then identify the specific format of the value/moral activity you will use to develop the activity into a content-centered learning episode. Using the five formats and five types of settings, you now have 25 different possibilities for designing your own classroom activities.

****

FORCED CHOICE FORMAT: The Forced Choice Format provides the student with a situation where a major character or group is forced to make a decision and the alternatives which are available to them are limited, are either all good or all bad, are given to them in the activity, and are the only alternatives from which a choice can be made. In short, students are forced to choose and forced to choose from a limited number of given options. In all cases, refusal to make a decision puts the matter out of their hands and is generally worse than any of the options which are available. At the same time, students must understand that to consider other options or to consider combining the alternatives is a waste of time. Hence, they can pick only one option and, once selected, they lose all other options. The Forced Choice situation represents one type of decision-making situation in which people sometimes find themselves.

****

AFFIRMATIVE FORMAT: The Affirmative Format provides the student with a situation where a major character or group is forced to make a decision and the person or group is free to make any decision they want which is consistent with the situation. They may be presented with some possible alternatives and may reject all of them. In other words, the person or group may decide to invent any decision they wish to make to respond to and resolve the situation. For this reason, the Affirmative Format is often called the "open-ended" or "free-response" format. This format also represents a type of decision-making situation in which people sometimes find themselves.

****

RANK-ORDER FORMAT: The Rank Order Format provides the student with a situation where a major character or group is forced to make a decision and where the alternatives available are provided. However, in this format, the person or group is aware that the first choice they want may not be available at that time or may not work to resolve the problem. Thus, the person or group's second ranked choice will be checked as to its availability or effectiveness. This procedure will be followed for all avialable options until the situation is resolved. This format makes students consider the relative value of a number of options to one another such that they assign a specific rank order number (e.g., 1, 2, 3, 4, 5) to each option. To be successful, this activity requires the student to be aware that the first item that is ranked may not be available and thus the second placed option must be selected with care. This format represents another type of decision making situation people sometimes find themselves.

****

CLASSIFICATION FORMAT: The Classification Format provides the student with a situation where a major character or group is forced to make a decision and where the alternatives available are provided. However, in this format, the person or group is forced to divide the alternatives into three broad categories or classes (i.e., alternatives most wanted to keep, alternatives least wanted to keep, and those which fit neither set of alternatives just listed). Thus, the person or group is forced into a compromising or bargaining type position where they are to identify what they want to hold and what they are willing to give up in order to secure their preferred choices. This format makes students consider the relative value of alternatives in situations where they have to give up something to preserve or protect something else. It develops compromise and consensus skills necessar in many everyday life situations

****

You now have the basic knowledge needed to go on to develop your own classroom learning activities centered on values/moral education objectives. Good luck and

MAY THE FORCE BE WITH YOU!

STANDARD FORMAT

Identify Major Focus For Activity

Social and Scientific Context

"And Ye May Keep Your Pet Rocks" ← T.He (Optional)

The U.S. Department of the Interior has announced proposed regulations governing the importation of wildlife which are injurious to human beings, forestry, agriculture, horticulture, and native wildlife.

A Department spokesman reported the following:

> Eight people a year are bitten by imported poisonous snakes. Exotic pets bit at least 163 people in New York City alone during 1972. Each year small turtles in pet stores are estimated to cause 40,000 cases of salmonella poisoning. Imported monkeys can infect humans with hepatitus and tuberculosis. Venomous fish set free have poisoned and paralyzed people. Newcastles' disease, brought in by parrots and mynah birds, killed over 11 million chickens in California in 1973.
>
> The proposed regulation would prohibit the import of injurious wildlife except as permitted by the Secretary of the Interior for scientific, education, zoological, or medical purposes. The proposal includes a list of "low risk" wildlife, which means that all species not listed as "low risk" would be prohibited from importation except under a strict permit system and for the reasons indicated above.

Should these proposed regulations be adopted, they would have a significant impact on the pet industry in the United States. The ornamental aquarium fish and accessories trade is expected to be the hardest hit. These regulations would reduce bird importation by about 50 percent, mammal importation by 45 percent, and the importation of reptiles by 95 percent. Imported amphibians would be curtailed by about 15 percent. Such reductions may well cause many pet stores to close. In addition, department stores which include 'pets for sale' sections may eliminate their pet sale divisions.

Context may be a:

- Reading
- Poem
- Cartoon
- Newspaper article
- Picture
- Magazine clipping
- Short story
- Film strip
- Movie
- Demonstration
- News item
- Map
- Song
- Experiment
- Want Ad
- Editorial

Discussion Starters

1. Which governmental agency is seeking to restrict the importation of wildlife?
2. What have been the consequences of wildlife already imported into the United States.
3. How would the Department spokesman define wildlife? Pollution?
4. In what ways might imported wildlife be considered a pollutant?
5. Besides those given in the article, how might the new regulations affect the pet industry?
6. Suppose you were waiting for an imported pet and

Follow-up Questions Stress:

1. — Comprehension - Conceptualization
2. — Relationships
3. — Reasoning, Problem solving, Valuation

heard that these new regulations prohibited it. Would you be upset?

7. The Department of the Interior actively seeks to restrict wildlife considered dangerous to the environment. Is this a good policy for an agency of the federal government to enforce?

8. Suppose the Department of the Interior asked you to list ways of helping it preserve the environment from destruction. What are some additional policies the Department could adopt in order to preserve our nation's environment?

Decision Sheet*

Directions: Members of your group are to agree on one of the three options offered to you as a Council member. You should seek some basis for agreement. This means that you are not to vote. Instead you must reach a common conclusion that all members of your group are willing to accept and support.

The three possible projects that could be funded by the Council are:

1. _____

2. _____

3. _____

Of these three projects, the best project is:

_____

If asked to provide our (my) grounds for making this decision, we (I) would say:

_____

_____

_____

_____

The person(s) responsible for making this decision are:

_____

_____

_____

_____

_____

*This decision sheet was written for a small group to respond to this exercise. You may want to have students individually complete this form before having the group attempt it. You may modify the context to make a small group rather than one individual responsible for making the choice.

Decision Sheet

Specific directions as to what students have to do

The more specific and detailed, the greater the chance to adopt the processes the steps represent

NOTE*

Discussion Starters

1. Remembering that bicycle paths would lead some motorists to stop driving to work, which of the three projects would be the most protective of the environment?

2. How might one associate the concept of conservation to the wildlife refuge project? the small animal zoo project? the bike path project?

3. Which project would reflect the 'wisest' use of the money available to spend?

4. Is it bad that projects such as those listed were not already funded by the City Council?

5. What projects that operate to preserve and protect the environment are already supported by your city's government?

6. The building of roads and parking lots have been condemned by many environmentalists. Would an environmentalist who worked against the building of roads support the "bike path project"?

Follow-up Questions Stress:

1. Comprehension/Conceptualization

2. Relationships

3. Reasoning – Problem Solving – Valuing

Forced Choice Format

Identify Major Focus For Activity

Social and Scientific Context

"Eeny, Meeny, Miny, Moe,..." ← Title (Optional)

The end of the year was fast approaching. The city manager of your city announced that there would be a sizeable sum of money left over at the end of the year. However, according to state law, all monies left unspent have to be returned to the State Treasury.

You are a member of the city council. You have long hoped for extra money to be available to spend. For years you have sought support for three of your pet projects. In fact, just last year the city council voted to spend any extra money for your projects. Now it appears your three projects will be funded. You have wanted the money to:

--build bike paths to project young bicyclists;
--build and operate a park and small animal zoo; and
--purchase a large piece of land as a natural wildlife refuge.

This evening the city council is meeting for the last time this year. The decision to spend the money must be made tonight.

You have already reminded the council members of their vote twelve months ago to fund your three projects when the money was available. It appears the money is now available.

As the city manager begins the meeting, your dreams are shattered. Only one-third of the money that was thought to be available was still left unspent. Of your three projects, only one can be funded. The council members inform you that they can and will spend the money on one of your projects. It is your choice. However, they cannot promise or guarantee that extra money will be available next year or the next. To delay your decision would force them to fund other projects proposed by other members of the council.

In other words, if you decide not to make a choice, you will get none of your projects funded. Should you decide on one of the three, you will probably never get your other two projects funded. The council members agree that you must choose from the three projects you have long supported. You must choose one of the following:

--to build the bike paths.
--to build and operate a city park and small animal zoo.
--to purchase land for a natural wildlife refuge.

(Use the decision sheet on the next page to record your answer.)

Context

Provides Relevant Background data

Who
What
Where
When
Why

Identifies the Problem

Presentation of conflict which requires a resolution

Person must make a decision or loses opportunity to make any choice

Choices are homogeneous
3-5 choices are provided
Choice must be made from those provided

-many students worked hard to get the money to hold the party and to hire the band.

-some students and parents opposed the dance because they don't like the type music played by the band.

-music played too loudly can cause permanent damage to the ears.

-you have been congratulated by everyone for your outstanding work and leadership.

-to turn down the band would cause you to lose some of your friends.

-it is too late to get another good band.

-you are especially pleased with everything you have done, especially in getting the band.

The principal is waiting to hear your decision as to whether or not the band will play at the Spring Dance. You tell him . . .

NOTICE - STUDENT MUST MAKE A DECISION - BUT IS FACED TO INVENT AN ANSWER -

Discussion Starters

1. According to the principal, what damage is anticipated because of the loud music?
2. Which facts did you consider before making your decision?
3. What alternatives did you consider before making your decision?
4. What are the possible consequences of your decision?
5. Suppose you were also chairman of your school's Environmental Action Group. How might this position influence your decision in this situation?
6. At what point does music become noise?
7. How are music, noise and pollution related to each other?
8. When faced with making a decision to protect the things you enjoy or the things known to protect the environment, which is the more important?
9. When you were told you had to make this decision what were your feelings?

Follow-up Questions Stress:

1. Comprehension - Conceptualization
2. Relationships
3. Reasoning - Problem Solving - Valuation

Affirmative Format

Identify Major Focus For Activity

Social and Scientific Context

"Hear Ye!" Hear Ye!" ← Title (Optional)

The spring party is the biggest event of the year. Everyone goes to the party. Because poor bands have played in the past most students are not planning to go to the dance at the end of the year. This year, however, the dance promises to be a special occasion. The Johnny Fischer Band, the best band in the area, will play at the dance.

You are to assume you are a student at Hontoon Jr. High School. Further, you are to assume you are student chairperson of the Spring Party Committee. With the help of several teachers and students, you have planned the entire event. You were the one who contacted the band. For your hard work you have been congratulated by the school's principal.

It is two weeks before the party and dance. At this time every detail has been checked and double-checked. Everything is "go"!

Today during second period you are called to the principal's office. He reports that he had just received a phone call.

CONTEXT

PROVIDES RELEVANT BACKGROUND INFORMATION

WHO
WHAT
WHERE
WHEN
WHY

IDENTIFIES PROBLEM OR CONTEXT

"A group of students from the University have been doing some studies on the noise level of our community. At a dance last night, the music played by the Johnny Fischer Band reached a noise level of 116 decibels for long periods of time. As you know, this level is harmful to the human hearing system."

"When the university students informed the band members of the noise level, they laughed at them. In fact, the band played even louder."

"I'm not sure if I want this band to play at our dance. The music it plays is too loud. But it is too late to get a real good band to take its place."

After a short conversation with you, he suggests that you, as the representative of the student body, should decide what ought to be done.

You are to return to your class, think about the situation, and report to the principal's office at the end of the period. You are to tell him your decision at that time.

CONFLICT IS PRESENTED WHICH NEEDS RESOLUTION

As you try to reach your decision, you remember this:

-after years of poor attendance at the dance, this year most students are eagerly awaiting the dance.

-the Spring party and dance is the big event of the year especially for ninth graders who will leave the school in June.

THIS IS OPTIONAL - IT HELPS STUDENTS TO PLACE THEMSELVES WITHIN THE CONTEXT - "ROLE TAKE"

follows:

The Rhodes Bill (H.B. 75-169: Prevention of New Highways)

This bill would cut off all monies to build new roads within the state. Money would be available only to repair and maintain existing roads. The State Department of Transportation is to release all persons in excess of those needed to repair and maintain the roads. If this bill passes, two new roads planned for your district will not be built. Current estimates state that these roads would bring nearly 350,000 tourists into your district the first year.

The Gulf Bill (H.B.-75-169: Increased Tax on Gasoline)

This bill would require an additional tax of 10¢ per gallon of gasoline. It also gives permission to the governor to extend the tax up an additional 15¢ per gallon if conditions demand it. If this bill passes, gasoline prices will rise so high that people will not be able to afford the fuel to travel to the tourist attractions in your district.

The Carr Bill (H.B. 75-214: Highway Patrol Expansion)

This bill would triple the size of the state's highway patrol department and purchase the necessary cars, radar, and other equipment. The enlarged force would effectively crack down on violators of the speed laws. A mandatory minimum fine of $75.00 is to be paid by all violators to help pay for this patrol. If this bill passes, heavy enforcement of the speed laws will take place throughout the state. Because the districts surrounding yours have not been able to enforce these laws in the past, these districts will receive extra patrols and heavier enforcement. In effect, tourists may be "scared off" from traveling through these heavily patrolled districts.

The Ford Bill (H.B. 75-331: Increased Tax on Automobile Tags)

This bill would require that automobile tags be sold to owners at a rate which includes miles-per-gallon and amount of pollution. A minimum rate of $75.00 for a car tag would be set. Also, starting next year, all car owners would have to pay an additional fee for the miles their car had traveled during the year. If this bill passes, many persons who would normally have money to travel would be required to use it to buy their auto tags. Since owners will be charged at the end of the year for all the miles they've driven, the bill also reduces the amount of extra driving they will do.

The Wallace Bill (H.B. 75-332: Installation of Governors on Motor Vehicles)

This bill would require that within twelve months of passage, all private motor vehicles would be required to have a devise installed on their engine that would prevent speeds in excess of 55 miles per hour. Violators of the law would lose their license for one year and pay a $500.00 fine. If this bill passes, the people who had to speed in order to get to your district and return to their homes in the same day would be unable to continue this practice. Your district tourism council reports 30 percent of their trade is made up of people in this category.

CHOICES
- MUST BE AT LEAST 5 (5-9 optimum)
- MUST BE HOMOGENEOUS (All equally good, bad, or necessary)
- MUST BE CLEAR TO STUDENTS
- STORY MUST MAKE ALL OPTIONS EQUALLY RELEVANT

RANK ORDER FORMAT

Identify major lines of Activity

Social and Scientific Context

"Deliverance" ← Title (optional)

After years of being labeled a "poor" area, your district has begun to pay its own way. Newly established tourist businesses have attracted people from all over the nation. New jobs with good pay were created. New housing developments are planned. New stores and other businesses have opened. For the first time, young people are talking about staying in the district rather than leave it for better jobs elsewhere. The tourist industry has changed the entire district.

For purposes of this exercise, you are a member of your state's House of Representatives. You were elected because of your efforts to bring "progress without destruction" to your district. You said that bringing business into the area should not also mean brining an end to the local environment. The local Environmental Action Group (EAG) supported your candidacy. Many farmers and older citizens voted for you. Your narrow victory was the result of a combined effort by EAG and non-EAG voters. The business people, whom you did not expect to support you, voted for your opponent. Since your election many more businesses have opened.

CONTEXT

WHO
WHAT
WHERE
WHY

As the House session nears its end, there are five key bills yet to be passed. All five are very important to your district. If passed, these bills would deal a death blow to the growing tourist businesses in your district. Businesses would close. People would lose their jobs. The district would once again become "poor." However, if passed, these bills would support the interests of your local EAG. The ecological balance and the natural beauty of your district would be preserved.

— DESCRIBES RELEVANT BACKGROUND INFORMATION

You realize you don't have time to work to pass to defeat all five bills. The citizens of your district want all five bills defeated. Mail and telegrams from your district runs 3 to 1 urging you to vote against all five bills. These messages indicate that if you vote against all five bills you will not have problems getting reelected. Members of the EAG remind you that they helped get you elected. To vote against any of the five bills would be to turn your back on the protection of the environment. You will be turning against the people who put you in office.

There is little time remaining in the session. All of the bills are given a 50-50 chance of passing. Some of the bills are designed to conserve energy. Some of the bills are designed to save the state money. Most have been proposed by the state EAG and the State Association of Farmers and Ranchers. The bills represent the strongest support environmental protection has ever received from the citizens of the state. You have to decide whether you should support the business and economic interests of your district over the interests of the environment. To date, you have successfully put-off your answer to your constituents.

— INTRODUCES BEGINNINGS OF CONFLICT

The five bills and brief descriptions of each are as

Decision Sheet No. 1

Directions: Before making your decision, you should consider each bill in light of its possible or anticipated consequences on the tourist trade and the local environment. In the chart below, describe each bill in your own words and identify the consequences for each.

Assigned Rank	Summary of Bill (complete)	Consequences of Bill for the tourist trade	Consequences of Bill for environmental protection
___	The Rhodes Bill	(1)	(1)
		(2)	(2)
___	The Gulf Bill	(1)	(1)
		(2)	(2)
___	The Carr Bill	(1)	(1)
		(2)	(2)
___	The Ford Bill	(1)	(1)
		(2)	(2)
___	The Wallace Bill	(1)	(1)
		(2)	(2)

Decision Sheet No. 2

Directions: Mark the bill that would be most harmful to the tourist business with a "1," the bill that would be next most harmful with a "2," and so on until you have marked the least harmful bill to your district's tourist business with a "5."

_____ The Rhodes Bill

_____ The Gulf Bill

_____ The Carr Bill

_____ The Ford Bill

_____ The Wallace Bill

I chose the _____ Bill as the most harmful to the tourist business because _____
_____.

I chose the _____ Bill as the least harmful to the tourist business because _____

Decision Sheet No. 3

Directions: Mark the bill that would be most protective to the districts environment with a "1," the bill that would be next most protective with a "2," and so on until you have marked the least protective bill to your district's environment with a "5."

_____ The Rhodes Bill

_____ The Gulf Bill

_____ The Carr Bill

_____ The Ford Bill

_____ The Wallace Bill

I chose the _____ Bill as the most protective to the environment because _____
_____.

I chose the _____ Bill as the least protective to the environment because _____

ONE TYPE OF DECISION SHEET
STRESSES CONSIDERATION OF CONSEQUENCES

ONE TYPE OF DECISION SHEET
- STRESSES RANKINGS AND REASONS

As you examined the five bills, you realized that if you voted for these bills, you would be voting to protect the state's environment. Should you vote for these bills, you would be endangering the progress and future of the tourist business in your district. You decided to consider each bill as it came up and then make your decision as to which ones you wanted to see passed.

However, as you entered your office this morning, a group of businessmen from your district pay you a surprise visit. They bring seven reporters with them. They inform you that they know the five bills may still be passed. They know you have not yet decided to work for or against any of the bills. They report that if all five bills are passed you will not be re-elected next term. They demand to know which of the five bills you plan to spend the rest of the session trying to defeat. They demand an answer now!!

As you prepare to respond to the group of businessmen, you are interrupted by a group of your district's Environmental Action proponents. They report they heard of this meeting and wanted to be witnesses to what was said. Furthermore, they brought along a television reporter for recording the event. You have no way out, you must decide.

Knowing you cannot spend all your efforts to defeat or pass all five bills, you announce you will work for or against the bills in order of their priority. With this announcement, the combined audience demands to know the order in which you will work on these five bills.

Finally you announce your decision. (1)

****

"In my final decision, I choose to work towards defeating-passing the five bills in this order:

_____The Rhodes Bill

_____The Gulf Bill

_____The Carr Bill

_____The Ford Bill

_____The Wallace Bill

I choose to work towards the defeat-passage of these bills because_____

_____

(1) Complete only after working the three decision sheets which follow. Then return to this page and state your decision.

Conflict continues

NOTE - Reason why one must decide and decide soon with stress on why the decision must be made with care

NOTE: Conflict is given as to why you need to decide carefully for each ranking

MODIFIED DECISION SHEET

Discussion Starters

1. In the story, what were the two major groups which attempted to influence your decision as to which bills to support.

2. In the situation just presented, how would the use of energy affect the prosperity of the tourist industry?

3. Suppose you have decided to rank-order the five bills according to their environmental protection ability. Would you have rank-ordered these bills any differently?

4. Individuals often make choices between what one wants to do and what one ought to do. As the legislator in this exercise, when you had to decide between the people of your district and protecting your district's environment, did you feel confused?

Discussion Questions

1. Comprehension Conceptualization

2. Relationships

3. Reasoning, Problem solving, Valuation

of these rules are necessary. At the same time, you know that all nine policies are not to be enforced immediately. You know that Mrs. Yirga is trying to enforce a school board policy and she could make her decision without asking your help. Your class is being asked to help decide which policies Mrs. Yirga should enforce right away and which policies she should postpone unless absolutely necessary.

In order to assist you and your classmates with your decision, Mrs. Yirga asks that you do three things:

1. to rank-order from best to worst the nine policies Mrs. Yirga has listed on the sheet;
2. to identify the three policies that should be enforced immediately and to state the reasons why these policies should be followed;
3. to identify the three policies that should not be enforced except in an extreme emergency and to state the reasons why these policies should be postponed at this time.

Decision sheets follow on which you and members of your group are to do these three things in order to help Mrs. Yirga.

— EXPLAIN IN DETAIL THE DIRECTIONS ON HOW THEY ARE TO PROCEED IN SOLVING THE PROBLEM

— STRESS THE ESTABLISHMENT OF THE SEPARATE AND DISTINCT GROUPS -
TOP GROUP
MIDDLE GROUP
BOTTOM GROUP

PROVIDE DECISION SHEETS AS NEEDED

Discussion Starters

1. What policy did the school board expect Mrs. Yirga to follow?
2. What caused the school board to pass such a policy?
3. How are the policies you were asked to consider related to problems of energy use?
4. What is the relationship between energy use and environmental protection?
5. What other ways of conserving energy might Mrs. Yirga consider?
6. Is it fair for the school board to place the burden of the decision on principals like Mrs. Yirga?
7. If Mrs. Yirga had made the decisions by herself, what would be your feelings toward her?
8. If your own local school board began cutting energy use at your school, would you be upset?

FOLLOW-UP QUESTIONS STRESS:

1. COMPREHENSION - CONCEPTUALIZATION
2. RELATIONSHIPS
3. REASONING - PROBLEM SOLVING — VALUATION

CLASSIFICATION FORMAT

Identify Major Focus for Activity

Social and Scientific Context

"We're Running Out of 'Juice'" ← Time (optional)

Mrs. Yirga, Principal of Eustis Middle School, has recently received information from the local school board. The board told her that little money will be available to pay electricity and fuel bills for the rest of the school year. According to the board, starting the following Monday, all schools were to take specific steps to reduce their energy use.

Instead of making the decision by herself, Mrs. Yirga announced she wanted the students at her school to help her make the important decision as to what things would be done to cut her school's energy use.

When you and your classmates came to school this morning, your teacher handed you a note from Mrs. Yirga. The note listed ning things Mrs. Yirga could do in order to cut down on the use of energy at the school. The nine things are:

1. all audio-visual equipment including films, filmstrips, overhead projectors and tape recorders can no longer be used.
2. air-conditioning in the classrooms can be turned off.
3. air-conditioning in the library can be turned off.
4. warm water only can be available for the showers in physical education.
5. all field trips can be cancelled.
6. use of school facilities such as the gym, library, etc., after 3:00 p.m. can be stopped.
7. the serving of hot and warm foods in the cafeteria can be severely reduced.
8. the reading center located in a portable classroom which uses equipment, air-conditioning, and lights can be closed down.
9. in case of colder weather, heaters can be turned on only on extremely cold mornings and turned off at 10:00 a.m.

Instead of doing all these things at once, Mrs. Yirga believes that only some of these steps are necessary to cut down on the school's use of energy. So, three of these policies will be enforced immediately and three are to be identified as the most important to keep. The remaining three policies will be enforced if and when the first three fail to cut down the use of energy by the school.

You and your classmates are asked to consider these steps. In general, you and your friends agree that some

CONTEXT
PROVIDES RELEVANT BACKGROUND INFORMATION
WHO
WHAT
WHERE
WHEN
WHY
IDENTIFIES PROBLEM

INCLUDES AVAILABLE CHOICES

NOTICE CHOICES ARE HOMOGENEOUS

- BRING STUDENT INTO THE SITUATION -
- DEVELOP CONTEXT FOR DECISION

Decision Sheet No. 2

The Three Policies to be Enforced

The three policies to be enforced are:

1. _____

_____

2. _____

_____

3. _____

_____

Our reasons for believing that these three things should be given up first are:

_____

_____

_____

_____

_____

Members of the group who made this decision are:

_____

_____

_____

_____

_____

Second type of Decision Sheet

Tells students how they are to record and report their decisions -

Note stress on criteria, reasons, basis for the decision

Note others to help build mutual responsibility for the final decision

Decision Sheet No. 1

Rank-order Decision Sheet

Directions: Rank-order the following policies from those you are most willing to accept to those you are least willing to accept. To do this place a "1" by the policy you most want accepted; a "2" by the policy you want accepted next; and so on until you have placed a "9" by the policy you hope never gets accepted.

_____all audio-visual equipment including film, filmstrips, overhead projectors and tape recorders will no longer be used.

_____air-conditioning in the classrooms will be turned off.

_____air-conditioning in the library will be turned off.

_____warm water only will be available for the showers in physical education.

_____all field trips will be cancelled.

_____use of school facilities such as the gym, library, etc., after 3:00 p.m. will be stopped.

_____the serving of hot and warm foods in the cafeteria will be severely reduced.

_____the reading center located in a portable classroom which uses equipment, air-conditioning, and lights, will be closed down.

_____in case of colder weather, heaters will be turned on only on extremely cold mornings and turned off at 10:00 a.m.

Note the lengthy, clear directions

Decision sheets

Help ARTICULATE the STEPS/procedures for RANK-ORDERING and ASKS them to use decision-making process